Service Paper - 15 Oral Inventory of Reading Vocabulary in

Eldridge, Olive F. Grades One and Two

BOSTON UNIVERSITY
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ORAL INVENTORY OF READING VOCABULARY IN GRADES ONE AND TWO

SERVICE PAPER

Submitted by

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requirements for the degree of
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INTRODUCTION

STATEMENT OF THE PROBLEM

The purpose of this study is to construct a testing instrument which a teacher using the Silver Burdett LEARNING TO READ program may use to measure the reading achievement of children in grades one and two. Because these tests are built on the basal texts, they will reveal the pupil's strengths and weaknesses and determine the limits of his vocabulary. They will also enable the teacher to judge his ability and in a minimum amount of time assign him to the reading level at which he can best meet success.

Certain factors must be considered in any attempt to write original material for children:

1. Interest

   What type of story will appeal to the child's own tastes? In the testing device the need to hold interest is even greater than in mere reading material.

2. Vocabulary

   Although the vocabulary to be used in this experiment is controlled by a basal series, an acquaintance with accepted word lists is valuable.

3. Word Recognition

Since the problem is to be concerned not only with a given vocabulary but with the children's retention of that vocabulary, studies in more effective teaching are directly related to it.

4. Comprehension

To what extent does the child understand what he reads? Is his comprehension impaired by the manner in which words in his known vocabulary are put together? Do certain types of construction confuse him or obscure the meaning?

Research in these areas is directly related to the problem and the findings are considered in the construction of the tests.

CHAPTER I

CHAPTER I

SUMMARY OF RELATED RESEARCH

Interest

Wissler's[1] study, a questionaire administered to two thousand one hundred children, was the first investigation made into children's own tastes. Wissler concluded that elementary school children appreciate most " that which presents the true, the beautiful, the heroic and the good in the same concrete way as the busy world around them." From the results of this study, he ranked story types in order of preference thus:

a) Stories of daily life

b) Unclassified stories

c) Stories of animals

d) Stories of heroism

e) Moral precepts

f) Descriptions

g) Information

h) Fables

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1. Wissler, Clark, "Interests of Children in the Reading Work of the Elementary Schools", Pedagogical Seminary, 5:523-540, April, 1898.

Hosic[1] in 1920 indexed twenty two sets of books in common use as basal readers. These included about four thousand three hundred titles. Twenty five hundred of these or more than half, occurred but once. In conclusion Hosic declares. "The most striking fact which this index presents is the lack of concensus of opinion as to what American children should read in school."

Woody[2], in his study of second grade readers, reveals that 67.7% of the material presented to children on this level was imaginative as against 32% instructive, indicating the need for a more varied scope of interest and the inclusion of biography, history and realistic stories with children and animal characters.

Starch[3] studied ten first grade readers and found that the stories fell into the following four groups:

1. Animals	28.8%
2. Boys and Girls	16.8%
3. Folk Lore	15.4%
4. Poetry	15.4%

Uhl[4] made a comprehensive study of both teacher and pupil reactions to story material and found high correlation

1. Hosic, James F., "The Contents of School Reading Books", School and Society, 11:179-180, February, 1920.
2. Woody, Clifford, "The Overlapping in the Content of 15 Second Readers", Journal of Educational Research, 2:465-474, June, 1920.
3. Starch, Daniel, "The Contents of Readers", 20th Yearbook of the National Society for the Study of Education, no. 113, Columbia University, 1921.
4. Uhl, Willis L., "Scientific Determination of the Content of the Elementary School Course in Reading", Studies in the Social Studies and History, no. 4, 1941.

between the two groups. Dunn[1], however, found in analyzing primary readers that much material selected by adults held little or no interest for the children in grades one through three.

Six years later an investigation was made by Nesmith[2] in an effort to set up a scientifically sound body of literature for the first three grades. Selections included were of proven popularity with children of those grades and approved by well known writers and expert supervisors of primary work. Sixteen courses of study were taken from a random sampling of three hundred and fifty from representative cities throughout the nation.

The literature suggested as a result of this study is significant to writers and curriculum makers.

A study conducted by Gates, Sartorius and Peardon[3] in 1931 placed the quality of surprise first on the list of elements necessay to awaken child interest. Liveliness, animalness and humor followed in that order.

Terman and Lima[4] the same year, stated that the three

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1. Dunn, FannieW.,"Interest Factors in Primary Reading Material", Teacher's College Contribution to Education, no. 113, Columbia University, 1921.
2. Nesmith, Mary E., "An Objective Determination of Stories and Poems for the Primary Grades", Teacher's College Contribution to Education, no. 225, Columbia University, 1927.
3. Gates, Arthur; Peardon, Celeste; Sartorius, Ina, "Studies of Children's Interest in Reading, Elementary School Journal, no. 31, pp. 656-670, May, 1931.
4. Terman, Lewis; Lima, Margaret, Children's Reading, D. Appleton Century Company, pp. 16, New York, 1931.

indispensible elements in content of children's readers were action, human interest, and imaginative appeal.

Smith's[1] study of sixty selections taken from first grade readers to ascertain which story types appealed to children on this level showed a wide diversity of interest. She concluded that all material which depicted the natural phenomena within their own environment held appeal for children.

It is interesting to note the influence of many of these studies on the publishers of school readers.

Uhl[2], in an article published in 1937 finds that primary reading materials are now providing the variety which was formerly lacking. Authors are becoming more aware of children's interests and basal reading series are now offering stories which are both realistic and fanciful. People and occupations which the children know, such as fireman, policeman, engineer etc. are given space in these new readers which seek to develop a social consciousness in the child as well as to satisfy his hunger for the romantic.

From 1930 on, studies in the field of children's interests have sought to determine if sex, chronological age, or mental ability have any significant bearing on children's reading preferences.

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1. Smith, Nila, Teacher's Guide for the First Year, Silver Burdett Co., pp. 27, 1936.
2. Uhl, Willis, "Materials of Reading", Thirty Sixth Year-Book of the National Society for the Study of Education, Part I, pp. 207, 1937.

Thorndike,[1] in his 1941 study, reports that sex is of more importance than age or intelligence which concurred with the findings of Terman and Lima[2] ten years previous.

Woodward[3], in a more recent investigation of reading interests of second grade children in twelve communities, found no significant differences. She concluded that regardless of sex or intelligence, fairy stories were preferred to informational selections. She listed child experiences and workers and helpers as next in popularity. Children liked nature and science stories least, according to her survey.

Boland[4] conducted the same type of story study in 1947 with grade one children. Sixteen first grade classes in varied communities participated in her experiment. She found that the four story types used were rated as follows:

BOYS (2- 9 years old)	GIRLS (2- 6 years old)
1. Child Experiences	1. Nature and Science
2. Old Tales	2. Old Tales
3. Nature and Science	3. Child Experiences
4. Animals	4. Animals

Though there was a difference in order according to sex,

1. Thorndike, Robert, A Comparative Study of Children's Reading Interests, Columbia University, pp. 35, 1941.
2. Terman and Lima, op. cit., Chapter 8.
3. Woodward, Merle, "Measurement of Pupil Interest in Types of Stories at Grade Two", Unpublished Master's Thesis, Boston University School of Education, 1946.
4. Boland, Marion, "Measurement of Pupil Interest in Types of Stories at Grade One Level by Ballot Method to Determine Child Preference", Unpublished Master's Thesis, Boston University School of Education, 1947.

the range was so slight as to be insignificant. Boland[1] says all types of stories if interestingly told with an element of humor were well received.

Vocabulary

Authors of our recent basal readers are sensitive to the demand by teachers and superintendents that books being considered for use in classrooms conform to accepted word lists.

Thorndike's[2] list for teachers has little bearing on this study since it checks the range and frequency of words occuring in children's literature, rather than their own vocabularies. Its only significance here is that it was the forerunner of o ther, more pertinent, studies.

The International Kindergarten Union[3] in 1928 published a vocabulary study of pre-school children. The Dolch[4] list eight years later, surveyed the speaking vocabulary of children entering grade one. The influence of these studies made itself felt in the growing consciousness of educators for a reading readiness program. Apropos of this point, Holmes[5]

1. Boland, Marion, ibid.
2. Thorndike, Edward, The Teacher's Word Book, Columbia University, 1921.
3. Child Study Committee of the International Kindergarten Union, A Study of the Vocabulary of Children before Entering the First Grade, 1928.
4. Dolch, Buckingham-, A Combined Word List, Ginn and Company, 1936.
5. Holmes, M.C., "An Investigation of Reading Readiness of First Grade Entrants", Childhood Education , no. 3, pp. 13-20, 1927.

in an investigation carried out by the International Kindergarten Union reports that teachers throughout the country, when asked what factors seemed present in children who were not ready to read listed the following:

1. Lack of mental efficiency
2. Lack of mental maturity
3. Lack of attention
4. Lack of experience

Clark and Shank[1] in their study of first grade failures found that "children ready to read succeeded regardless of method and those not ready failed regardless of method."

Gates[2] in 1926 published A Reading Vocabulary for the Primary Grades. The Buckingham-Dolch[3] Combined Word List appeared in 1936.

In 1939, Betts[4] study established a basic list of words commonly used at the various levels of recently published basal materials.

The Rinsland[5] list, published in 1945 is derived from the compositions of over ten thousand children and contains a total of twenty five thousand six hundred and thirty two words.

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1. Clark, Hazel; Shank, Spencer, "Supervising a Reading Readiness Program", Department of Elementary School Principals, Vol. 10, pp. 460-465, April, 1931.
2. Gates, Arthur, "A Reading Vocabulary for Primary Grades", Bureau of Publication, Columbia University, 1926.
3. Buckingham-Dolch, A Combined Word List, Ginn and Company, 1936.
4. Betts, Emmett, "A Study of the Vocabulary of First Grade Basal Readers", Elementary English Review, Vol. 16, pp. 65-69, 73, February, 1939.
5. Rinsland, Harry, A Basic Vocabulary of Elementary School Children, Macmillan Company, New York, 1945.

Over five thousand of these were used in grades one and two.

The importance of careful selection of vocabulary in basal texts is brought out by McKee[1] who says,

> In order that the child may read with meaning, most of the words included should fall within his reading vocabulary. The inclusion of too many unknown words or difficult words, blocks comprehension and retards interest in reading.

Word Recognition

However carefully basal material has been prepared by authors and publishers to comply with the aforementioned vocabulary lists and child interest studies, it now becomes merely a tool in the hands of the teacher to be used with her own ingenuity in the actual teaching process. She must first ascertain whether the child is really ready to read. In many schools tests of reading readiness and intelligence are administered to first grade children in order to predict a pupil's chance of success in learning to read.

The validity of this practice is not proven by Donnelly's[2] experiment in which she administered a series of tests to a group of 370 children whose intelligence quotients had been recorded. Comparing their performance at the end of the third, sixth, and ninth months her findings showed that

1. McKee, Paul, "Word Lists and Vocabulary Difficulty in Reading Matter", Elementary English Review, November, 1937.
2. Donnelly, H. E., "A Study in Word Recognition and Skills in Grade One", Unpublished Master's Thesis, Boston University School of Education, 1931.

"...no definite prediction of success might be made on the basis of mental age determined by the Binet and Kuhlman Anderson mental tests."

Donnelly[1] states in the same study:

> One fundamental ability which all pupils must develop in learning to read is word recognition. The problem, then, is to help pupils attach meanings to printed symbols, and to associate the familiar oral forms of words with the new visual form. Word recognition is extremely important because the pupil's reading rate and comprehension are really determined by his ability to recognize words.

Thompson[2] in a recent study lists the following qualifications as necessary for success in early reading.

1. Intelligence
2. Rich background of experience
3. Adequate background of word meaning
4. A program of vocabulary training.

In accord with the last mentioned qualification are Hildreth's[3] findings. In her study she found that

> Learning was facilitated by systematic presentation, regularity of time and place, and familiarity with meaning.

She further states:

> The number of repetitions did not operate uniformly in producing successful learning.....the words most quickly learned were the ones most firmly retained.

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1. Donnelly, H. El., ibid.
2. Thompson, Helen, "Study of Vocabulary Necessary for Reading in the First Grade", Unpublished Service Paper, Boston University School of Education, 1945.
3. Hildreth, Gertrude, "An Individual Study in Word Recognition", Elementary School Journal, Vol.35, pp. 616-617, April, 1935.

Some of the objectives for the first year of reading as listed by Storm and Smith[1] are:

1. To gain independence in word recognition.
2. To associate meaning with the printed symbol.
3. To enlarge the reading vocabulary.
4. To develop regular eye movement.
5. To gain in accuracy as well as speed.
6. To develop reasonable speed in reading.

Bringing out the problem of the classroom teacher faced with the accomplishment of such objectives with all children, Durrell[2] states:

> Since the mental background of each child is unique, there are wide differences in clarity, permanence and types of learning among children in a class when a lesson is presented. Difficulties and confusion arise even in the finest sort of teaching.

Gates[3] has this to say about the importance of the individual:

> Reading is merely a term applied to a variety ways of reacting to printed words. The fact that there are several types of reading ability, that an individual may be competent in some, and not in other forms of reading, and that each form is best developed by instruction directed specifically to it, have a clear bearing on the problem of measuring reading ability and of following up the results revealed.

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1. Storm, Grace E.;Smith, Nila B., Reading Activities in Primary Grades. Ginn and Company, 1930
2. Durrell, Donald D., "A Vocabulary For Corrective Reading", Elementary English Review, pp. 106-109, April, 1934.
3. Gates, Arthur I., Improvement of Reading, Macmillan Company, New York, 1928.

Comprehension

Herbers[1], in a study of comprehension difficulties on a third grade level, found that the concepts formed by the child are influenced by vocabulary, intelligence, and personal experience.

Burk[2] tested two hundred fourth graders, using the same material in nine different forms. Findings indicated that fourth graders preferred short simple sentences. However, using the same type of construction throughout a selection did not increase comprehension.

Halpin[3] working with the pupils of six fifth grades administered silent reading selections containing various types of sentence construction. These were followed by comprehension exercises. The results showed that short simple sentences were most easily comprehended. She found that the use of different sentence types- declarative, interrogative, imperative, or exclamatory- had no effect. on comprehension.

Henley[4] wrote three objective tests to include the

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1. Herbers, Sr. Benigna, Elementary English Review, Vol.16, pp. 53-57.
2. Burk ,C., "A Study of the Influence of Some Factors in Style of Composition on the Interest,Comprehension and Rate of Reading of Fourth Grade Pupils", Journal of Experimental Education, Vol. 6, pp.303-352, June, 1936.
3. Halpin, Frances, "Comprehension Difficulties of Various Sentence Structures", Unpublished Master's Thesis, Boston University, School of Education, 1943.
4. Henley, Ruth E.,"Comprehension Difficulties of Various Sentence Structures", Unpublished Master's Thesis, Boston University, School of Education, 1938.

constructions of highest frequency on the Thorndike, Evans, Kennon and Newcomb[1] inventory. These were administered in eight third and fourth grades. She concluded that the two elements easiest to comprehend were:

1. Short sentences
2. Simple sentences

and the most difficult were:

1. Long sentences
2. Compound-complex sentences

Thus the findings of Burk, Henley and Halpin seem to concur, yet others disagree.

Thompson[2] tested fourteen hundred fifth and sixth grade children, using a standardized silent reading test and found no significant difference in comprehension between long and short sentences.

The purpose of this study is to construct a test for the LEARNING TO READ series that will measure reading achievement through grade two. The findings indicated in the research concerning vocabulary, comprehension and sentence structure will be utilized in developing the materials.

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1. Thorndike, E.L.; Evans, A.L.; Kennon, L.H.; Newcomb, E.I., "An Inventory of English Constructions with Measures of Their Importance", Teacher's College Record, Vol. 28, February, 1927.
2. Thompson, R.C., "The Effect of Sentence Length Upon Comprehension", Unpublished Master's Thesis, University of Pittsburgh, 1929.

CHAPTER II

CHAPTER II

PLAN OF THE STUDY

A battery of seven original stories was written using the vocabulary introduced from the preprimer level through grade two of the LEARNING TO READ series. A manual of directions for administering and scoring accompanies the tests.

These test stories include the total vocabulary of the Preprimer, Primer, and First Reader. On the second grade level a random sampling was taken of the total vocabulary. Every fifth word was discarded, thus eighty per cent of the entire vocabulary is included at this level.

The vocabulary presented in the test stories is as follows:

BOOK	TEST NO.	NO. OF WORDS TESTED	% TESTED
Bill and Susan & Under the Tree	1	58	100
Through the Gate	11	127	100
Down the Road	111 & 1V	70 & 160	100
In New Places (Full year edition)	V V1 & V11	160 217*	80

*Two tests were written for the last level in order to incorporate the entire vocabulary in short readable units.

Each group of words was alphabetized and written on filing cards. Each set of cards contained the words for two levels, the first level being recorded on one end and the second on the opposite end of the same card. Thus, by reversing the pack a new set of words was available to work from, and with three sets, or seventy eight cards in all, the entire vocabulary was at hand. This made it possible to check rapidly through the cards and see at a glance the words which must be included in each story. As words were used a tally was placed beside them on the card. Repetitions showed up immediately and substitutions were made wherever possible. When writing test stories on succeeding levels, a different color tally mark was used to make it quickly apparent at which level the word had been used. This same color code was later utilized in the final checking of stories. As each word in the story was rechecked against the cards, it was underlined in color on the story sheet to indicate at which level it had been presented.

The vocabulary load of Test five (Grade two, first half) necessitated a much longer story. Since lengthly oral reading might prove tedious to younger children, it is suggested that this test be given in two sittings, breaking at the asterisk. For the same reasons, tests six and seven were

written for grade two, second level.

In writing these stories, an attempt has been made to avoid repetition and eliminate unnecessary words. However, clarity and continuity have been of prime consideration so many words are repeated, particularly those on the lower level.

Each word is tested on the level at which it first occurs in the basal text. It was necessary at times to change the original form of a word by adding or dropping the common suffixes, 's', 'ed', or 'ing'. Occasionally two known words were combined and used as one, e.g., everyone.

As the test material was written, it was used experimentally with first and second grade children, then rewritten to eliminate any obscurities of meaning or construction that might effect comprehension.

The test story for the pre-primer level is given here as a sample. The vocabulary lists for each level follow.

TEST STORY I

PRE-PRIMER LEVEL 58 WORDS TESTED

TOTAL WORDS IN STORY- 74

DIRECTIONS FOR ADMINISTERING

The teacher sets the scene for the test by telling the child this story:

Grandmother lives a long way from Bill and Susan. Each year, on her birthday, the children had called her on the telephone to say happy birthday and to ask if the mailman had brought her the gifts they had sent. This year they are really going to surprise her. Mother and Father were taking them to the farm to see Grandmother.

The whole family are at the railroad station waiting for the train on which they will have to ride all day and all night. They have three suitcases and a box in which Mother has put the beautiful birthday cake she has made for Grandmother.

They hear the train as it roars into the station.

HERE THE STORY IS PUT INTO THE HANDS OF THE CHILD

TEST STORY I

PRE-PRIMER LEVEL 58 WORDS TESTED

TOTAL WORDS IN STORY- 74

"Look at the big train stop.", said Mother.
"We want to go away.
Daddy here is the cake.
Bill please get the ball.
Come Susan help me with Baby.

We can eat and sleep in the train
and make a good bed.
You will like it.

What Baby?
Oh my, you can not run.

Susan find something
Baby can play with.

I looked for the little doll.
Did you see it Bill?

Thank you."

Pre-Primer Vocabulary List

at
and
away
a
baby
ball
big
bed
come
can
cake
did
doll
eat
find
for
good
go
get

here
help
I
is
in
it
looked
look
like
liked
Mother
me
my
make
not
on
play
please

run
stop
see
sleep
said
something
to
thank
train
the
with
will
want
what
we
yes
your

Primer Vocabulary List

again
airplane
am
are
all

blue
boy
but
boats
bag
boom
birds
bow wow
books

chair
called
cookies
children
cents

fast
found
fun
flag

four
five

gray
going
game
grass
girls

housed
he
has
have
home
had
her
his
hole
horns
hello
hide
hungry

into
jumped

laughed
lost
liked
let
looked

must
made
many
may
march
mud
man
morning
mouse

new
nut
no
night

over
one
out
of
on
old

played
put
party
pony
penny
pocketbook
pockets
park
popcorn

ran
ride
red
ribbon
rabbit
ready

she
saw
squirrel
stor
store
sat
shelf
some
soldier

Primer Vocabulary List- continued

tree
trailer
tell
there
they
this
them
toot
time
take
two
three
toy
too

up
under
us
very
wanted
water
where
wagon
white
yes
your

First Reader Vocabulary List- First Half

asked
aunt
ate
afraid
as

black
brown
broken
bang
barber
by
back
balloons
blew
bear
birthday

came
cat
cried
call
cut
care
cage

choo
chicken
cluck
crow
caw
corn
coats
could

donkey
deep
don't
day

funny
farm
feed
fat
from
fell

goodbye
grandfather
goat
goose
gave

garden
got

hop
hen
him
helped
hair
heard
happy
hats
hall

just

live
long

mew
mend

our
off
once
pig
pushed
policeman

pink

quack
quick

rain
real
ring

shoe
school
surprise
say
stuck
shall
shop
string
soon
stay
scarecrow
sticks
slow
step
sprinkling
swim
so

First Reader Vocabulary List- First Half- continued

sing	uncle
splash	walked
together	was
things	windows
that	way
their	were
there	wind
	would

First Reader Vocabulary List- Second Half

apples
arm
after
be
bee
beautiful
best
cement
cold
cook
chewed
clowns
dinner
dark
enough
every
eggs
ears
fireplace
fur
fox
fire

frog
flowers
ground
green
hand
held
hee-haw
he
Inky
keep
leaves
lived
more
meat
Ma a a
naughty
nose
other
piles
picnic

paw
print
pretty
pails
picked
pen
pond
peacock
round
sandwiched
sleeve
strawberries
shortcake
sweet
stung
still
thought
tables
tub
ten
tent
tail
tied

vegetables
walked
warm
why
world
yard

Second Reader Vocabulary List- First Half

am
angry
animals
always
any
around
about

box
breed
buses
blackboard
breakfast
bananas
barn
began
before
bottle
berries
beside
beautifully
behind

catch
cap
cross
car
cheese
city
caught
cows
climbed
calves

door
drove
drink
dance

exciting

father
floor
fall
fifty
finger
foot
fields
finger

farmer
fence
fair
first
fly
feather

glad
give
guess
grew

hold
harness
hear
hall
head
how
horses
hayloft
honk
high
hissed

I'll

kid
know

lemonade
loud
loved
ladder
let's

money
Mrs
men
much
monkey
mice
milk
many
music
Mr.

never
need
near
noise

Second Reader Vocabulary List- First Half-continued

own

opened

pet

prize

pulled

puppy

peck

pigeon

peddler

pounce

pan

pasture

pitched

poor

room

rooster

road

running

suit

stockings

sale

stand

sand

stone

sounds

straight

shook

stamped

scampered

street

stood

swish

supper

squealed

sitting

toy

think

trucks

talk

threw

traveled

umbrella

unless

waddled

wrote

word

woman

when

who

whistle

wolf

woods

wing

while

Second Reader Vocabulary List- Second Half

apartment
along
ah-kah-choo
almost
answer

bicycle
bell
been
buildings
balanced
bought
better
built
beavers
bark
because
bit
bite
between
biscuit

closet
crumbs
change
country

cock-a-doodle-doo
carefully
chug-a-rum
croaking
crane
can't
color
card
candles
coming
cottage
chipmunk
canoes
captain
chased
clams
didn't
does
delicious
dished
dam
dropped
disappointed
doctor
dollars

drill
dry
dig
department

elevator
elephant
each
else
except
east

free
flat
fine
food
follow
forget
finished
flash
floated

gnawing
gone
goes
gooop

Second Reader Vocabulary List- Second Half- continued

hid
hopping
handy
hill
having
handle
hundreds
hurt
herself
hope
hammer
hard

icecream
if
island

janitor

kitchen
kitten
kicking
ker-plunk
knock
knew

left
lawn
last
log
large
lunch
lake
land
lettuce
lightning
lady
letter
legs
led

mop
met
merry go round
mower
making
most
mouth
moo

nail
north
named

or

pat
presents
porch
pool
past
pieces
post
package
pines
pal
patient
paddles
people

quiet

right
roof
reach
row

rest
returns

seek
sit
sliding
small
stopped
shouting
shed
sneeze
sway
squeee
swam
sled
shovel
shiny
snow
stream
seeds
spring
slowly
six
smokestack

Second Reader Vocabulary List- Second Half- continued

sell
should
summer
stuffed
smaller
shell
shore
seemed
sea
south
signs
sh
sky
telephone
tiger
tip

talking
terrific
throat
these
tray
teeth
tried
tired
turtle
table
thunder
those
than
through
thief
upstairs
use
unhappy

wagging
wastebasket
wait
wiggle
winter
whisper
watch
wire
woodchuck
well
wishing
west
winked
year

CHAPTER III

DIRECTIONS FOR ADMINISTERING

This series of seven stories covers the vocabulary of the LEARNING TO READ series from the pre-primer through the second reader. It will not be found necessary to administer the complete series to each child. A truer picture of his reading ability may result, however, if at least three of the tests are given.

The first test administered should be of the grade level below the child's actual class. This will give him a feeling of security at the outset and will also provide a foundation vocabulary. If his performance shows mastery at this level, the two following tests should be administered.

Give the child his own copy of the test story. Be sure he is comfortable and has good light.

Tell him you want him to read the story aloud because you want to know how well he can read.

As the child reads aloud, follow the story on a separate examiner's sheet noting repetitions, omissions, substitutions, and words not known. Unknown words should be promptly supplied by the examiner in order to preserve fluency and continuity.

When the child has finished the story take his sheet from him and tell him you want to find out how well he remembers the story. Ask the three comprehension questions for that particular test, scoring one for each correct answer.

The following code may be used by the examiner:

1.	unknown words	circle the word	fine
2.	words omitted	draw a line through the word	~~the~~
3.	substitutions	write in over the omitted word	but
4.	additions	insert word over a carat	a kitten
5.	repetitions	bracket	One day as.....

CHECK LIST OF DIFFICULTIES	
Number of Unknown words	
Number of Omissions	
Number of Substitutions	
Number of Additions	
Number of Repetitions	
Comprehension Check	
Question 1	
Question 11	
Question 111	
Total Score	

COMPREHENSION QUESTIONS

TEST STORY 1

1. Who carried the cake?
2. What could they do on the train?
3. What did they find for Baby to play with?

TEST STORY 11

1. Where did the children go to play?
2. Why did the old man come to the park?
3. What did they do on the way home?

TEST STORY 111

1. Why were the girls glad to see Janet's Uncle and Aunt?
2. Where did the Uncle and Aunt take them?
3. What happened at Grandfather's?

TEST STORY 1V

1. Why did Uncle Jim take the children to his farm?
2. What two animals did they see at the farm? Tell something each did.
3. Why did Uncle Jim say that they had to go home?

TEST STORY V

1. How did Mr. Peddler and Bill have fun together?
2. How did Mr. and Mrs Peddler help Bill and his friends?
3. What made the Peddlers very happy?

TEST STORY V1

1. How did the boys get to Captain Bill's cottage?
2. What happened after they got to the cottage?
3. Why were the boys sorry when the storm was over?

TEST STORY V11

1. Why couldn't Bill keep a pet?
2. Why did Mother and Father give him presents?
3. What made him feel better?

TEST STORY I

PRE-PRIMER LEVEL 58 WORDS TESTED

TOTAL WORDS IN STORY
74

"Look at the big train stop," said Mother.

"We want to go away.

Daddy here is the cake.

Bill please get the ball.

Come Susan help me with Baby.

We can eat and sleep in the train

and make a good bed.

You will like it.

What Baby?

Oh, my, you can not run.

Susan find something

Baby can play with.

I looked for the little doll.

Did you see it Bill?

Thank you."

TEST STORY 11

PRIMER LEVEL 127 WORDS TESTED

TOTAL WORDS IN STORY
240

One morning the children went to the park.
They played games, ran on the grass,
saw a red airplane, and four ducks.

Teddy took his new boat down in to the water.
"It is going fast," he called out.
Susan wanted to get it,
but a soldier called,
"No, let me.
She will get her blue dress all mud."

An old man sat under a tree with a book.
A gray squirrel had jumped up on his chair.
"Hello," laughed the man.
"I have some nuts in my pocket.
Not very many, but you may have them-
One, two three.
Now run to your hole.
Have a party."
Bill went over.
"Oh, what fun," he said.

"Yes, boy, I am going to tell you my story.
I have a white house, a store,
and a dog, too.
But I like to take some cookies,
a five cent bag of popcorn
and come here.
The birds and rabbits are hungry and do not hide.
I made a shelf for them."

The girls called, "Ready, Bill?"
We are looking for a lost pocketbook with a penny.
Help us.
Where are Ted's trailer and toy mouse?
Oh, Janet found them."

Then Susan said, "Let's have a parade.
Bill, put this ribbon on the wagon.
Baby can ride.
You are her pony.
Ted has the flag.
Janet, you must toot your horn in time
with my drum.
Boom, boom,
Home again, march. Good night."

TEST STORY III

PRIMER LEVEL 110 WORDS TESTED

TOTAL WORDS IN STORY
322

One day Janet and Susan walked from school together.
They said hello to Bill the barber,
a funny fat man with no hair.
He had a bird that could sing in a cage.

They looked in the shops and saw a toy farm
with a donkey, a goose, a pig, a goat,
and a hen that said cluck.

Susan was looking at a toy bear and some balloons.
Janet said, "Look it is sprinkling,
and we have a long way to go."
Just then she heard someone call to her.

"Oh, here are my Uncle and Aunt." she cried.
"We are so happy to see you.
We are stuck in the rain,
and were afraid we would have to swim home."
"Hop in." they said.
"We will stop by at Grandfather's.
Then we shall take you home."

Soon they got out where Grandfather lived.
Janet flew up the steps and gave a quick ring.
Grandfather came at once.
He had on his blue coat and black shoes
for he was a policeman.

"This is a real surprise." he said
and helped take their things.

Grandmother cut pink birthday cake,
and asked them to stay.
Her cat cried Mew as they ate.

"I just planted my garden." said Grandfather.
They heard a bang!
Uncle Bill pushed up the window.
"Ha, I say Grandfather look at your scarecrow!"
The wind blew his hat off,
and the sticks fell out of his coat and got broken.
"I must mend him." said Grandfather.
"The crows will come back and I will have no corn
to feed our chickens."
Soon the rain stopped.
Grandfather got some string and an old brown hat,
and went out to the garden.

"Don't come, children." he said.

"This water is deep."

"I don't care." said Janet.

"I like to splash my feet."

But Uncle Jim said,

"Slow there, Janet, we must go now."

So they all said goodbye and off they went.

TEST STORY IV

FIRST READER LEVEL 79 WORDS TESTED

TOTAL WORDS IN STORY
301

One warm day, Uncle Jim called for Susan and Bill. He took them to the farm where he lived. They found Aunt Alice in a pretty print dress out in the back yard by the cement fireplace. When she said they could cook out they were all eyes and ears.

"Oh, a picnic is the best fun in the world!" they said. They put their meat on sticks and held it over the fire. Susan's fell off, but Aunt Alice had egg sandwiches and strawberry shortcake on the table, and there were ten tubs of sweet apples so every one had enough to eat.

After dinner the children played in piles of leaves. Inky put his paws up and walked like a peacock. "Ho, what a clown." laughed Bill. Just then a bee stung Inky's tail. He ran 'round and 'round and cried. Aunt Alice picked him up in her arms and went into the house.

Then Uncle Jim took the children out by the vegetable garden. There, in a pen, was a fox with beautiful fur. He chewed the cold meat from Uncle Jim's hand and put out his nose for more.

"Why do you keep him tied?" asked Bill. "You will see." Uncle Jim said. As he put a pail of water on the ground in the pen, the fox jumped at his sleeve. "Now, I see." said Bill. "Naughty old fox!"

"Do you still have the tent?" asked Susan. "Yes," said Uncle Jim. "I thought of you the other day and put it up by the pond."

Off ran Susan and Bill. They played in the tent, picked flowers, and soon they heard the big green frogs.

Uncle Jim came down from his work. "Come," he said. "It will soon be dark. I must take you home."

TEST STORY V

SECOND READER LEVEL A (160 WORDS TESTED)

TOTAL WORDS IN STORY
502

Mr. and Mrs Peddler lived down the street from Susan and Bill. Mr. Peddler was not a farmer, but he had a barn and pasture behind his house for Blue Stocking, his horse.

Mr. Peddler and Bill were friends. He always let Bill help him around the barn, and harness Blue Stocking.

Once he took Bill up the hay loft ladder. They opened the high window and stood looking out. They could see two men and a women on the road to Mrs Wolf's. Teddy's tent was pitched in the back yard, and he was sitting on a stone beside his sand box.

"Poor Teddy," laughed Bill. "This morning before breakfast he got angry and stamped his foot. He wanted to put on his new suit. His mother said unless he grew up he would have to play near the house."

"Look at the feathers on the floor," said Mr. Peddler. "They must fall from the pigeon's wings as they fly." "Hear the noise of the pigeons and the swish of the branches. It sounds like music," said Bill.

"Look out for your finger, Bill," said Mr. Peddler, as he pulled the window down.

It got so Bill would tell Mr. Peddler all his troubles. One day Bill was sitting on the fence when he drove his car home from the city.

"My word, don't pounce on me so," laughed Mr. Peddler, as Bill came running.

"I want to know how to make some money," began Bill. "Our room at school wants to go to the Fair, but there are fifty of us. We need busses to take us."

As Mrs Peddler waddled in with a pan of bread, she said, "Why not hold a Fair of your own?

"But where?" asked Bill.

"In our barn," said the Peddlers together.

"Thank you," squealed Bill.

He threw his cap up in the air and caught it on his head. Then he scampered home to tell Susan.*

The children at school all thought a Fair would be exciting. First Mrs Loud stood at the blackboard and asked what they would have. Jim said his pet monkey could dance beautifully. Dickie wanted to make lemonade stand with an umbrella over it.

"Let's have bottles of milk for sale, too," said Janet.

Alice had some pet mice. "They don't do much but eat cheese," she laughed.

Pinky had a puppy and Alice had a rooster.

"I guess Father could take one of our calves over in the truck," said Judy.

Many other children thought they could get animals too.

Susan said, "I'll make a blue ribbon to give to the best animal of all.

Every one came to the Fair. When it was over Mrs Loud said, "Now I will give the blue ribbon.

First Prize must go to

BLUE STOCKING

He is the best animal at the Fair.

And all the children were glad for that made Mr. and Mrs Peddler so happy.

TEST STORY VI & VII

SECOND READER LEVEL B (217 WORDS TESTED)

TOTAL WORDS IN STORY VI
254

This year Captain Bill took the boys up to his island cottage for some fishing. They went over the lake in canoes, then he led them along the Hill Trail.

They all got tired except Captain Bill and stopped to rest. "I hope we are almost there." said Dick. Captain Bill winked wagging his head in answer. The boys tried to forget how their legs hurt and got up to follow him. Dick was wishing he were home when he heard the boys shouting and saw a small log house under the pines.

It seemed no time when the food was on the large kitchen table. The boys stuffed down every delicious crumb.

After dinner they wanted to sit on the porch, but Captain Bill said, "I see signs of a storm." They didn't have long to wait. "Watch that north eats sky..." There was a terrific flash of lightning, then the rain came. "It's coming through the roof." laughed Jim, hopping up to get a pan. "It's getting dark." said Bob. "We can use these pieces of candle I found in the closet.

This house was not built for storms. See it sway."

Then Captain Bill told them of his year in the South Sea Islands. How he swam and floated to shore where a dark lady found him, gave him food, and led him to friends.

Most of the boys were disappointed when the rain stopped. They wanted to hear the rest. But Captain Bill said, "Time for sleep every one. Good night."

TEST STORY VI & VII

SECOND READER LEVEL B (217 WORDS TESTED)

TOTAL WORDS IN STORY VII
407

Bill lived in a row of apartment houses so he didn't have a pet. "You can not keep pets upstairs in city buildings." said Mother. So each day, Bill went down the elevator and walked to the Park to see Tip the chipmunk and feed lettuce to a turtle in the pool.

One day he met a smaller boy kicking a kitten. "You should handle animals carefully," said Bill. It made him unhappy to see animals chased or knocked around, so he took it home.

"Bill would come home with a tiger or an elephant if you let him," laughed Father. But Mother said Bill must mop up after the kitten and take it back. Bill bit his teeth hard on his mouth or he would have cried.

That winter Mother got Bill a new sled for sliding in the snow. Father gave him a fine shovel and a drill, a hammer and nails. But presents did not make Bill happy. In Spring, Mother herself took him to a toy

department. But when he was balanced on a shiny bicycle with a bell, he still did not change.

That night he began to sneeze and his throat hurt so Mother gave him dinner on a tray. He could not eat a bite of ice cream so they took the dishes away.

"Dollars will not make Bill well," said Father, talking in a whisper after Bill had gone to sleep. "We must get him to the country."

So a letter went off to Grandmother and soon a wire came back. LET BILL COME TO THE FARM. HE WILL BE WELL WHEN HE RETURNS.

So Bill went. If you saw him now, you would not know him. He has good color, for he has been out all day, running the lawn mower or playing hide and seek. You would see something else too. His dog named Pal goes everywhere with Bill. Over the pasture to see Wiggle the woodchuck that Bill helped free from under a log one day. Or to watch the beavers making their dam in a stream west of Grandfather's land. Some days they dig a wastebasket of clams along the shore, or put out seeds for the blue "Thief" birds.

When Bill gets a card from home with smokestacks and city buildings on it, he walks slowly back to Pal. He knows he must go home soon, but he likes the country better than the city.

SUMMARY AND CONCLUSIONS

SUMMARY AND CONCLUSIONS

The purpose of this study was to construct a series of individual reading inventories to measure the vocabulary learned by pupils who were taught to read using the "Learning to Read" system. The tests cover the books from the preprimer through Book 11 (full year edition). The tests were administered to a heterogeneous group of sixty first and second grade children.

CONCLUSIONS

A total of 609 errors. Of this number 338 were substitution erros.

Typical of these were:

a	for	the
there	for	where
store	for	story
pink	for	print
boots	for	shoes
then	for	when

Omissions and additions were much less frequent than substitutions, there being 39 of the former and 52 of the latter. Omissions almost invariably appeared among the poor readers while additions seemed more common with pupils whose speed and fluency were better than average.

96 repetitions were noted and less than one third of this number occurred at the second grade level.

Although the tests were administered to a relatively small group of children, the results indicated that the material was interesting, it was easily handled, and the strengths and weaknesses of each child evidenced.

SUGGESTIONS FOR FURTHER STUDY

1. Administer these test to two groups of children. One group having used the "Learning to Read" program, the second having another basal series. Compare the results as to vocabulary errors.
2. Build another form of this test using the same vocabulary.
3. Construct a silent reading test built on the same series.
4. Make a study of the substitution errors children make to determine the percentage of context clues versus configuration clues.

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AUG 5	1954		
OCT 26	1954	Feb.	1, 1960
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